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ABSTRACT

Results of a survey of college admission standards in the United States are presented. In addition to providing information on current and proposed admission standards by state, the status of current and proposed admission standards of state governing/coordinating agencies is covered. Such agencies are classified into four categories: those that (1) establish minimum required standards, (2) currently recommend minimum standards, (3) have an open admissions policy, and (4) may recommend minimum standards. Institutional activities regarding admission standards are also covered. The information is presented in chart form as well as narrative summaries. It was found that admission standards are being reviewed and modified in half of the states. In most cases, the impetus for change apparently was emanating from the state agency level. The majority of changes in admission standards involved increasing the number of required academic courses, most often in the areas of math, science, and social science. Higher admission standards have been adopted by institutions in seven states, independent of any activity at the state level. An annotated bibliography of seven publications is included. (SW)

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Report

May 1983

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

ED240931

ADMISSION STANDARDS:

NATIONAL TRENDS IN PUBLIC HIGHER EDUCATION

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TABLE OF CONTENTS

Section 1: Overview 1

Section 2: State Agency Authority and Current Activities 2

Section 3: Institutional Activities 4

Annotated Bibliography 7

Figures and Tables:

Figure 1: Initial Request for Information 13

Figure 2: Status of Admission Standards by State 15

Table 1: Detail of Activities of State Universities/Other Institutions and State Agencies 17

Table 2: Units of High School Work Required or Recommended for Admission to the Land Grant/State Universities (Current or Anticipated) 25

Table 3: State Agency Activities 30

Table 4: Selected Detail of Activities of State Agencies which Establish Minimum Required Admission Standards 33

This report was prepared by Persis C. Rickes, Staff Assistant, Research, Connecticut Department of Higher Education.

ADMISSION STANDARDS:
NATIONAL TRENDS IN PUBLIC HIGHER EDUCATION

This study is the result of a survey of college admission standards undertaken between August 1982 and May 1983 by the Connecticut Department of Higher Education. Initial information was provided by State Higher Education Executive Officers (SHEEO) in response to a request from the Connecticut Board of Higher Education in August 1982 (Figure 1, page 13).* Responses were received from every state. A draft of this report was sent to all SHEEOs in March 1983, requesting corrections and comments. Responses were received from 31 states and suggested changes have been incorporated into this report.

The report is in three sections. The first provides an overview of current standards and activities nationwide, including both state agency and institutional actions. The second section deals specifically with state-level initiatives, while the third section addresses institutional activities.

It is important to note at the outset that rarely, if ever, does a single element determine whether or not a prospective student will be admitted to a specific college or university. Rather, a variety of factors are reviewed in the admission process. On the one hand, provisions exist to admit students on a probationary or trial basis at most institutions of higher education. On the other hand, meeting minimum standards does not guarantee admission and average student profiles often exceed minimum standards. Within this context, a number of changes can be identified nationwide.

Section 1: Overview

Table 1 (pages 17-24) summarizes current and proposed admission standards by state. Figure 2 (page 15) is a map showing those states where changes have been implemented or where review is underway.

- Changes in admission standards have occurred in 25 states. Such changes reflect a modification in the state agency's mandate or recommendation, or a change solely at the university level. The 25 states are:

Alabama	Kentucky	New Mexico	Texas
Arizona	Louisiana	North Carolina	Utah
California	Maryland	Ohio	Washington
Florida	Massachusetts	Oregon	West Virginia
Georgia	Mississippi	South Carolina	
Idaho	Nebraska	South Dakota	
Kansas	New Jersey	Tennessee	

*In March 1983, the Connecticut Board of Higher Education was replaced by the Board of Governors for Higher Education and staff was designated the Department of Higher Education.

- The majority of changes in admission standards involve increasing the number of required academic courses, most often in the areas of math, science and social science. The new "norm" appears to include four years of English and two to three years each of mathematics, science and social science. Some states strongly recommend two or more years of foreign language, particularly for students planning to enroll in liberal arts programs. In addition, the desired minimum high school grade point average has been increased and in a few cases, the minimum acceptable test score (ACT or SAT) has been raised. Specific changes are noted in Table 1. Table 2 (pages 25-29) lists by state current or proposed units of high school work required or recommended for admission for each state's university and/or land grant institution.

- In two states, the issue of admissions has been considered but no changes are anticipated at this time. These states are:

  Nevada Wisconsin

- In 15 additional states, admission standards are currently under review by either the state agency or at the university level. These states are:

Arkansas	Maine	New York
Hawaii	Michigan	North Dakota
Illinois	Minnesota	Oklahoma
Indiana	Missouri	Rhode Island
Iowa	Montana	Wyoming

- Finally, in the remaining nine states, the issue of admission standards has not yet been reviewed formally at either the state or university level. These states are:

Alaska	New Hampshire
Colorado	Pennsylvania
Connecticut	Vermont (State Colleges)
Delaware	Virginia
District of Columbia	

Section 2: State Agency Authority and Current Activities

Table 3 (pages 30-32) presents the status of current and proposed admission standards of state governing/coordinating agencies throughout the nation. Such agencies can be classified into four categories: those which (1) establish minimum required standards; (2) currently recommend minimum standards; (3) have an open admissions policy; and (4) may recommend minimum standards. Within each of the four categories, some state agencies recently have implemented changes.

- In 15 states, the state agency currently establishes required minimum admission standards. These states are:

Arizona	Kentucky	Oklahoma
California	Massachusetts	Oregon
Georgia	Mississippi	South Dakota
Illinois	Nevada	West Virginia
Iowa	New Jersey	Wisconsin

Within these 15 states, nine state agencies (Arizona, California, Georgia, Kentucky, Massachusetts, Mississippi, New Jersey, South Dakota and West Virginia) recently have implemented changes. State agencies in Illinois, Iowa, Oklahoma and Oregon have made no changes yet but are currently reviewing the possibility. State agencies in Nevada and Wisconsin reviewed admission standards but chose not to implement any changes at this time.

The status of admission standards in those nine states having made changes is detailed in Table 4 (pages 33-34) and is summarized here:

- In Arizona, institutions may now establish a required pattern of high school subjects in addition to those required by the State Board of Regents.

- The California Postsecondary Education Commission has joined with other education agencies in the state to develop a more stringent pattern of required high school coursework.

- Georgia recently adopted a stricter recommended pattern of high school coursework.

- Kentucky formerly had an open admissions policy but now requires a specified pattern of high school coursework.

- Massachusetts has adopted, for the first time, a required pattern of high school coursework and a recommended SAT score.

- In Mississippi, the pattern of high school subjects required for admission has been modified.

- New Jersey has modified its admission standards within the past three years.

- In South Dakota, the minimum acceptable ACT score has been raised while the number of exceptional admissions has been reduced.

- In West Virginia, the Board of Regents recently established statewide standards, including a required minimum grade point average or a minimum ACT score.

- Five states (Alabama, Florida, Maryland, South Carolina and Tennessee) currently recommend standards but have made recent changes which will become requirements. The changes are detailed in Table 1 and summarized here:

  - In Alabama, the minimum grade point average required for admission was increased.

  - After an extensive study, Florida's recommendation for an increased number of academic high school courses will become a requirement in 1984.

  - In fall 1983, three admission categories will go into effect in Maryland and by 1989, a particular pattern of high school course work will be required.

- South Carolina recently introduced new coursework requirements.

- Tennessee increased math requirements effective fall 1984.

- In 12 states, an open admissions policy is in effect. These states are:

Alaska	Kansas	North Dakota
Arkansas	Louisiana	Ohio
District of Columbia	Montana	Vermont (State Colleges)
Idaho	Nebraska	Wyoming

Of these 12 states, Idaho, Kansas and Ohio recently have introduced a recommended high school pattern of course work while Louisiana increased the number of recommended courses. These standards are included in Table 1 and Table 2. In the four states of Arkansas, Montana, North Dakota and Wyoming, admission standards are under review. In North Dakota and Wyoming in particular, the possibility of introducing required standards is being considered. Alaska, the District of Columbia, Nebraska and the Vermont State Colleges have not yet studied the issue of admissions on a state level.

- In 19 states, the higher education agencies do not establish required minimum admission standards at present although agencies may make recommendations. These states are:

Colorado	Maine	New Mexico	Texas
Connecticut	Michigan	New York	Utah
Delaware	Minnesota	North Carolina	Virginia
Hawaii	Missouri	Pennslyvania	Washington
Indiana	New Hampshire	Rhode Island	

The state agencies in Maine, Michigan, Minnesota, Missouri, New York and Rhode Island are in the process of reviewing admission standards at the state level. The remaining 13 state agencies in this category do not have a study in progress. This does not preclude, however, an institution from taking the initiative which is happening in five of these 19 states.

Section 3: Institutional Activities

- Recently, higher admission standards have been adopted by institutions in seven states, independent of any activity at the state level. Such changes have taken place via institutional initiative at the following universities:

  - The University of Nebraska, formerly open admissions, adopted a required pattern of high school coursework and recommended test scores effective fall 1986.

  - The University of New Mexico modified the pattern of coursework and will escalate its admissions scale every year.

- The University of North Carolina at Chapel Hill strengthened its general education component.

- At the Univesity of Texas at Austin, minimum test scores were raised.

- The University of Utah increased course requirements.

- The University of Washington increased its math prerequisite.

- West Virginia University increased its math prerequisite.

- Most of the anticipated changes involve raising the number of academic course requirements. Additional units of math are proposed most often, followed by increased units in social science, English and science. Specific changes are included in Table 1.

- Admission standards are being reviewed at the university level in six states:

California	Indiana
Hawaii	Kentucky
Illinois	Tennessee

In the cases of California, Kentucky and Tennessee, the review is in conjunction with state agency activity. Institutions in Kentucky are examining the possibility of requiring additional standards beyond those established by the Kentucky Council on Higher Education. It is likely that other universities in the nation are studying admission standards. The Connecticut Department of Higher Education survey, however, focused upon state agency activities and this report includes only those institutional changes that were known to these agencies.

The information presented in this report indicates that admission standards are being reviewed and modified in half of the states. In most cases, the impetus for change apparently is emanating from the state agency level.

ANNOTATED BIBLIOGRAPHY

This bibliography presents an annotated listing of publications cited in this report as well as other recent reports of particular interest.

- Board of Trustees of State Institutions of Higher Learning, State of Mississippi. Admission Requirements Related to High School Units Earned. Jackson, Miss.: Author, 1982.

This survey presents a tabular listing of the high school unit admission requirements in 13 states.

- Fisher, K. Getting into College: A Survey of Changing Admission Requirements in Western Public Higher Education. Boulder, Colo.: Western Interstate Commission for Higher Education, March 1982.

This report details changes in admission standards in the 13 states which form WICHE. Institutions in eight of these states have announced or have imposed changes in admission requirements, or currently are in the process of discussing such changes. Institutions are making changes in the states of Arizona, California, Idaho, New Mexico, Oregon, Utah, Washington and Wyoming. Some of this information was incorporated in the material presented in this report (Tables 1 and 2).

- Kentucky Council on Higher Education. Recommendations for Minimum Educational Preparation Requirements for Unconditional Admission to Kentucky State-Supported Institutions of Higher Education. Frankfort, Ken.: Author, September 8, 1982.

The Kentucky Council, at the time of this report, was in the process of completing a revised statewide policy on undergraduate admission. Minimum pre-college preparation requirements, which grew out of a joint committee of higher and secondary education and public representatives, were endorsed. In addition, the General Assembly authorized individual institutions to adopt admission qualifications beyond the minimum. (Note: On January 13, 1983 the Kentucky Council on Higher Education approved a revised version of the original recommendations.)

The Kentucky report addresses such issues as adequacy of the high school diploma, courseloads in high school, competencies, obstacles to implementation and multi-level high school diplomas.

- Ohio Board of Regents and the State Board of Education. Report: Advisory Commission on Articulation between Secondary Education and Ohio Colleges. Columbus, Oh.: Author, April 1981.

A 15-member Advisory Commission was appointed by the Ohio Board of Regents and the State Board of Education to study three major areas: (1) a college preparatory curriculum; (2) teacher preservice and inservice education; and (3) communication with the educational community, students and parents. Recommendations and implementation strategies for each of these areas are presented.

• Parrish, W.C. State-Mandated Graduation Requirements, 1980. Reston, Va.: National Association of Secondary School Principals, 1980.

In 1980, the National Association of Secondary School Principals examined state-mandated high school graduation requirements (not to be confused with their 1982 survey on college admissions).

A total of 13 states have no state-mandated pattern of academic coursework. Virtually all requirements, with an occasional exception in the subject areas of English or social science, are determined by local educational agencies. These states are:

California	Maine	Vermont
Colorado	Massachusetts	Wisconsin
Connecticut	Michigan	Wyoming
Florida	Minnesota	
Illinois	Nebraska	

In the remaining 37 states, the state board of education specifies the number of courses required for graduation as well as pattern of academic coursework. The range of required coursework, as well as the "average" or modal required plan of study in these states, appears below:

	Range	"Average"
Total number of units:	13-21	16 or 18
English:	1-4	4
Math:	1-2	1
Science:	1-2	1
Social Science:	½-3½	2
Physical Education/Health:	½-4	1
Electives/Other:	6-15	8

Local education agencies are free to set standards higher than the minimum requirements established by the state board of education.

• Southern Regional Education Board. The Need for Quality: A Report to the Southern Regional Education Board by its Task Force on Higher Education and the Schools. Atlanta, Ga.: Author, June 1981.

A 17-member Task Force on Higher Education and the Schools was established by the Southern Regional Education Board (SREB) in January 1981. Its major concern was to select those issues and problems on which states, schools and colleges must act jointly. Recommendations on teacher education, curriculum and the necessity of cooperation are included.

• State of Rhode Island Office of Higher Education. Correspondence with the Board of Higher Education, August 24, 1982.

The Rhode Island Office of Higher Education reviewed admission requirements at the land grant universities in New England and then recommended that all such institutions adopt the same set of requirements: English-4, math-3, science-2, social science-2, foreign language-2, electives-3, for a total of 17 units.

- State of Washington Council for Postsecondary Education. Higher Education in Washington: The Next Six Years. Olympia, Wash.: Author, January, 1983.

The Council has recommended "a joint meeting of the full educational spectrum" to review among other things, remedial education, competency-based entrance requirements, limiting remedial courses and eliminating funding and credit for remedial coursework. The planning paper focuses specifically on remedial education and the peripheral issues. The Council stresses that "simply requiring a certain number of academic courses for college admission is not enough to ensure proficiency" and that required courses need to be tied to recognized competencies.

- Thomson, S.D. College Admissions: New Requirements by the State Universities. Reston, Va.: National Association of Secondary School Principals, 1982.

Admission standards at state universities are reviewed on a state-by-state basis. Information is presented on required coursework, test scores, minimum grade point averages, as well as on scheduled and proposed changes. The results are incorporated in Tables 1 and 2.

FIGURES AND TABLES

FIGURE 1: INITIAL REQUEST FOR INFORMATION

STATE OF CONNECTICUT
BOARD OF HIGHER EDUCATION

August 12, 1982

TO: SHEEO Officers

FROM: Norma Foreman Glasgow, Commissioner

SUBJ: Admissions Standards at Public Institutions

Concern for the increasing numbers of underprepared students now entering college and the precipitous increase in the numbers of students involved in remediation at the college level have prompted national studies and actions by individual states to address the problem. Some states have enacted legislation or adopted state policies requiring competency testing and others have exerted leadership and support of action taken by individual institutions to raise admissions standards.

As we consider this issue in Connecticut, we would like to review what is happening in other states. We have received a copy of the recently completed Mississippi survey which details requirements across the country related to high school units necessary for college admission. However, we also are interested in the full range of admission requirements which may be in place and would appreciate any information you could provide us regarding other actual or planned policies in regard to admissions standards for public institutions in your state.

NFG:ja

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FIGURE 2: STATUS OF ADMISSION STANDARDS BY STATE

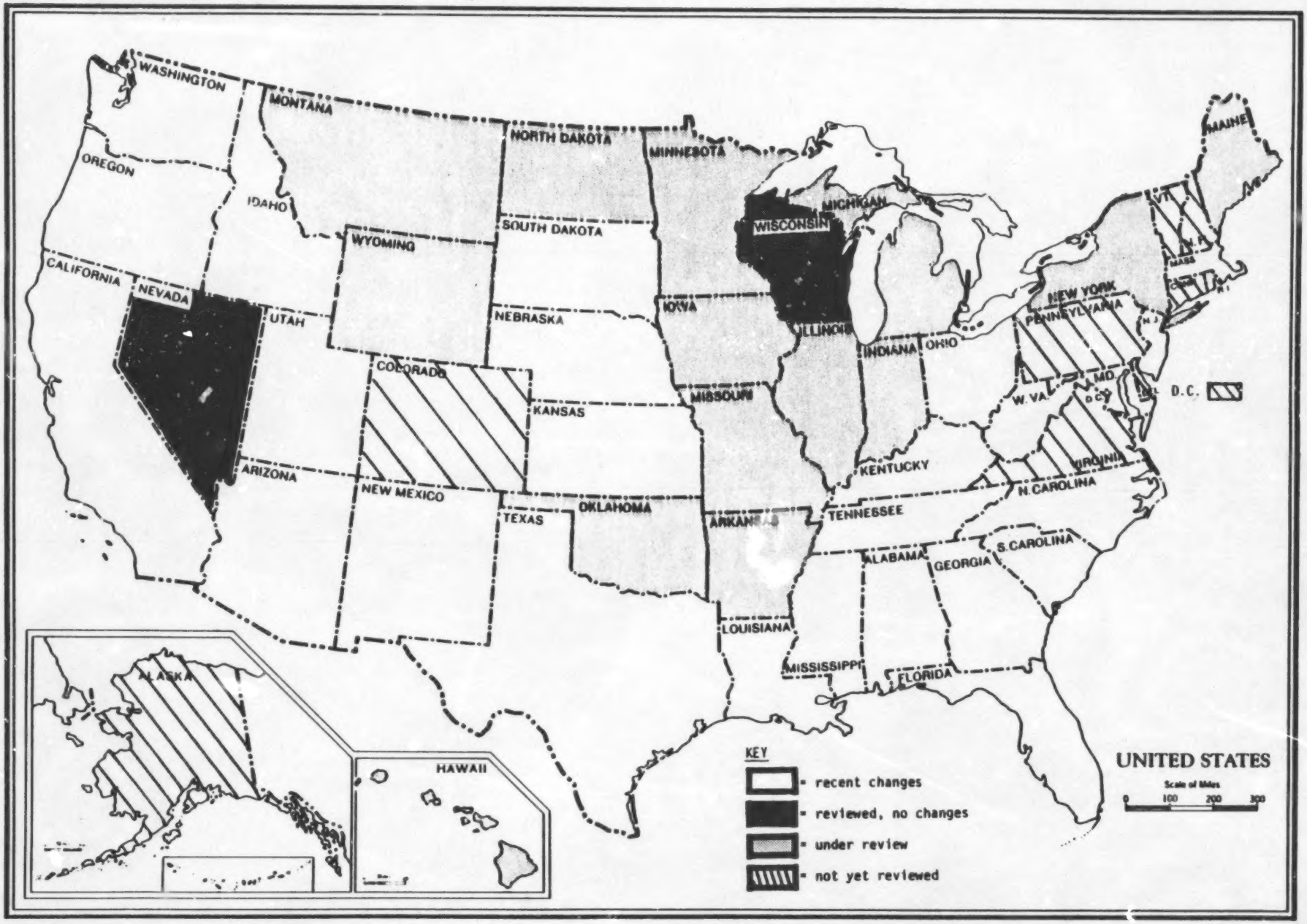

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES*

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
Alabama	For automatic admission to Alabama A & M University, must have no lower than a C average. For unconditional acceptance to Auburn University, must have a C average and no lower than a 20 ACT (sliding scale). Currently: English-4, math-2, science-1, social science-1.	As of fall 1983: the minimum required GPA will be 2.1 (up from 2.0).
Alaska	Each of the three University centers establishes its own standards, which are basically open admissions. At Fairbanks and Anchorage, a high school GPA of 2.0 or higher is recommended. Performance on the ACT or SAT also is considered. The University of Alaska at Juneau has an open door policy as do the community colleges, which are part of the state university system.	No admissions study underway at present.
Arizona	Must rank in upper 50 percent of high school class, or is an in-state applicant and has at least 21 on the ACT/930 on the SAT or is an out-of-state applicant and has at least 23 on the ACT/1010 on the SAT. The University of Arizona requires: English-4 (or English-3 and foreign language-2), math-2, lab science-1, social studies-2, electives-6-7.	The Arizona Board of Regents recently authorized the formation of an ad hoc committee to develop a comprehensive plan to examine the university admissions requirements. The Governor has proposed that all students complete three years of math and two years of science as a condition of admission. Each university is now allowed to require a certain pattern of high school subjects for admission in addition to those required by the Board of Regents.
Arkansas	Open admissions policy. Currently recommended: English-3, math-1, science-1, social science-1, math/science-1.	Legislators currently are reviewing measures for decreasing the need for remedial education; admission requirements and/or the number of units required for high school graduation may be raised.
California	At the University of California: English-4 (unless a test is passed at the end of junior year), math-2, history-1, lab science-1, foreign language-2, advanced-1 or 2 (math/foreign language/science). Automatic admission if high school GPA of 3.30; must take SAT or ACT and College Board Achievement Tests; those achieving less than 600 on the CEEB English Composition test must take an exam to determine need for remediation.	As of fall 1983: students seeking a degree in the California Community College system will have to complete 18 units of general education (raised from 15). As of fall 1984: the California State University and Colleges will require (for the first time) English-4, math-2. As of fall 1986: the University of California will increase the math requirement from 2 to 3 units; increase the social science requirement from 1 to 2 units; add one or two additional years in another academic subject(s). Seven of the academic units must be taken in the junior and senior years of high school.

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES* (cont'd)

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
Colorado	Suggested for automatic admission: English-3, math-2, science-2, social science-2, foreign language-3, electives-3, total-15. Minimum ACT of 23/SAT of 1,000; top half of class.	Requirements are reviewed annually. No admissions study is underway at present.
Connecticut	At the University of Connecticut: English-4, math-3, laboratory science-1, foreign language-2 (liberal arts). The State University recommends: English-4, math-2-3, science (including lab science)-2, social science-2-3, foreign language-2; courses in fine arts and computer science also are encouraged.	Requirements are reviewed annually by the University. The State University recently distributed a pamphlet to all ninth and tenth grade students and their parents to inform them of the recommended pattern of high school coursework.
Delaware	Currently: English-4, math-3, science-2, social science-3, foreign language-2; minimum high school GPA of 3.0; top 25% of class.	Achievement tests may be required in the future. No admissions study underway.
District of Columbia	At the University of the District of Columbia: open admissions policy.	No changes are anticipated.
Florida	Recommended for 1982-83 for admission to any of the state universities: English-3, math-2, science-2, social science-2; electives-3 (English, math, foreign language, natural science, social science) for a total of 12 units; community college applicants must submit diagnostic test results. Effective in 1982-83: the College-Level Academic Skills Test will be given to community college students seeking the associate of arts degree or state university sophomores desiring to transfer. Florida State University is raising the minimum high school GPA to 2.5 (from 2.0). The University of Florida requires a minimum combined score of 840 on the SAT or 17 on the ACT.	As of fall 1984: the recommendations for 1982-83 will become required. As of fall 1986: English-4, math-3, science-3, social science-2, electives-4 and (within 10 years) foreign language-2.
Georgia	Must have a minimum high school GPA of 1.8 (in academic work) or a minimum score on the SAT-V of 250 or a minimum score on the SAT-M of 280; if below 330 on either, must take a Basic Skills Examination to determine the need for remediation. Currently recommended: English-4, math-2, science-2, social science-2, other-6.	The following pattern of recommended coursework was adopted recently: English-4, math-3, science-3, social science-3, foreign language-2. Additional courses in science, trigonometry, foreign language, fine arts, computer technology, physical and health education, and typing are also recommended.
Hawaii	Based upon test scores, units of high school course work and class standing/GPA. Currently: English-3, math-1, other-4; minimum high school GPA of 3.2; top 40% of class.	The Manoa campus currently is reviewing its core and general education requirements.

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES* (cont'd)

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
Idaho	Open admissions policy. Non-residents must rank in top half of class.	In January 1982, the State Board of Education appointed a Commission on Excellence in Education. The Commission recommended: English-4, math-3, science-3, foreign language-3. It also has been recommended that high schools increase their graduat on requirements.
Illinois	Applicants to all curricula at the University of Illinois-Urbana/Champaign must present 15 units of acceptable secondary school work which must include: English-3, math-2. For entrance into the College of Liberal Arts, the following pattern is recommended: English-4, math-4, science-2, social studies-2, foreign language-4 (2 units are required). Different patterns are in effect for other curricula.	During the remainder of 1983, the Illinois Board of Higher Education will be reviewing the status of admission standards. At the University of Illinois-Urbana/Champaign, changes have been proposed in subject requirement patterns for admission to the College of Education.
Indiana	Currently: English-4, other-9 (academic). In-state: top half of class and minimum SAT of 860. Out-of-state: top one-third of class and minimum SAT of 1,000.	Commission has not discussed formally the issue and has no plans to do so in the near future. Admission standards are under review at Purdue University.
Iowa	Currently: English-4, math-3, science-2, social science-2, foreign language-2. Must rank in top half of class.	A study committee currently is looking at underprepared students and admissions standards.
Kansas	Open admissions; must also submit an ACT test score and a record of physical examination. Non-resident freshmen must have a 2.0 or higher average and an ACT of 22 or be in the upper half of their high school class.	Open admissions was reviewed, but a decision was made to keep it in place. The resulting recommended pattern of high school coursework is: English-4, math-3, science-3, social studies-3, foreign language-2.
Kentucky	Open admissions policy.	As of fall 1987, the minimum requirement for admission for all eight public universities will include: 20 units including English-4, math-3, science-2, social studies-2, total-20. The 1982 Kentucky Revised Statutes authorize the eight public universities to increase entrance requirements beyond the statewide minimums established by the Council on Higher Education. All universities currently are examining their admission requirements and additional standards are expected to be implemented by the institutions no later than fall 1987.

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES* (cont'd)

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
Louisiana	Open admissions policy (at least until 12-31-87). Currently recommended: English-4, math-3, science-2, social studies-3, foreign language-3.	Board of Regents established a Task Force on Academic Preparation of College-Bound Students; developed publication outlining courses and competencies recommended for college which would be sent to all eighth-graders in the state. The following pattern of coursework is now recommended: English-4, math-3, science-3, social studies-3, foreign language-3. In addition, the following are also recommended: physical education-2, arts-1, electives-4½.
Maine	At the University of Maine: English-4, math-3, science-2, social science-1, foreign language-2, other-5, total-17.	Under consideration: whether or not the foreign language requirement should be re-introduced.
Maryland	Sliding scale of SAT score and high school GPA; combinations range from 400/3.16 to 1490/1.01; must rank in top 40 percent.	As of fall 1983, three admissions categories will go into effect: preferred (between 470/4.00 and 1,590/1.80), regular (between 400/3.24 and 1,490/1.09), individual. Between fall 1982 and fall 1989 the following will be required: English-4, math-3, lab sciences-2 (including biology), social studies-3, foreign language-2 (recommended). Experience in fine arts and computers also recommended.
Massachusetts	All institutions are free to develop their own standards to submit to the Board for approval. At the University of Massachusetts: English-4, math-3, science-1, social science-1, foreign language-2, other-5, total-16.	The Board of Regents recently adopted the following pattern as a requirement for admission to the University of Massachusetts: English-4, math-3, science-2, social science-2, foreign language-2, academic electives-3. A minimum SAT score of 850 and a ranking in the top half of the high school graduating class are recommended. The standards will be fully implemented by 1987.
Michigan	In-state: a minimum GPA of 3.3. Out-of-state: a minimum GPA of 3.5.	Currently studying remedial education.
Minnesota	At the University of Minnesota, the required pattern of coursework, which applies to those in grades 10-12, is: English-3, math-2, science/social science/foreign language-4, other-3 (academic). High school rank and test performance are considered.	The Board is planning to study remedial education over the next year.
Mississippi	Currently: English-3, math-2, social science-2, other-8 (academic). Minimum ACT score of 15 or SAT score of 720.	As of fall 1986, required: English-4, math-3, science-3, social sciences-2½, elective-1 (foreign language/math/science); also recommended: foreign language-2, math course in senior year, computer science course, typing. Minimum ACT score of 15 or SAT score of 720 also is required.

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES* (cont'd)

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
Missouri	Open admissions policy with the exception of the University of Missouri. A high school rank/test score combination is used. At the University of Missouri-Columbia, the following pattern is recommended: English-3-4, math-2, science-2, social science-3, behavioral science-1.	A Master Plan Assessment project is currently underway. Admissions standards may be adjusted upon its completion.
Montana	Open admissions policy. Must rank in top half of class.	Admission standards are currently under review.
Nebraska	Open admissions policy.	As of fall 1986 required at the University of Nebraska: English-4, math-2, science-2, social science-2, foreign language-2 (recommended). Students who do not meet all course requirements may be admitted if they earn an ACT score of 18 or SAT score of 850.
Nevada	Minimum high school GPA of 2.3 required for admission to the University. Recommended for admission to the College of Liberal Arts: English-4, math-1, science-1, social studies-2, foreign language-4.	Admission requirements were reviewed and no changes are anticipated.
New Hampshire	The minimum requirements at the University of New Hampshire are English-4, math-2, science-1, social science-2, foreign language-2. The requisite requirements are: English-4, math-3, science-2, social science-2, foreign language-2.	No admissions study underway at present.
New Jersey	The state colleges require: English-4, math-2, science-1, social studies-2, other-7.	As of fall 1985: English-4, math-2, science-1, social studies-2, other-7 (5 must be in the preceding areas or in foreign languages). SAT scores or ACT scores may now be submitted. The New Jersey Council of County Colleges has just formed a committee to study open access and the under-prepared student.
New Mexico	At the University of New Mexico: English-3, math-2, science-2, social science-2, academic electives-4. A formula in valuing class rank and test scores is used.	As of fall 1983: English-4, math-3, science-2, social science-2, foreign language-2 (a new requirement). The formula used will escalate every year.
New York	Currently: English-4, math-2, science-2, social science-3 Must rank in top half of class. During 1982-83, a number of regional conferences reviewed basic skills education, remediation and admissions standards.	Additional regional conferences are scheduled for 1983-84.

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES* (cont'd)

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
North Carolina	Each unit establishes its own admissions requirements. The University of North Carolina at Chapel Hill recently has strengthened its general education component. Requirements for admission to the University include: English-4, math-3, lab science-1, foreign language-2, electives-5. Must rank in top 25% of class.	No admissions study underway at present.
North Dakota	Open admissions policy; minimum GPA of 2.0. Out-of-state: must rank in top half of class.	Admission standards are under review at present. The possibility exists that requirements may be adopted for some of the institutions within the system.
Ohio	Open admissions policy. Out-of-state students must have a minimum GPA of 2.5.	The Board of Regents recommends the following for unconditional admission: English-4, math-3, science-3, social science-3, foreign language-2. As of fall 1984, for Ohio State University: English-4, math-3, science-2, social science-2, foreign language-2, visual/performing arts-1, additional-1 (of the preceding). Seven additional institutions in the state are adopting variations of this pattern.
Oklahoma	Open admissions policy. Must rank in top half of ACT scores based on national norms or GPA of 3.0 or top half of graduating class.	Council on Instruction currently is conducting study; changes in admissions requirements may result.
Oregon	The University of Oregon and Oregon State University now require the successful completion of a standard test of written English. Recommended: English-4, math-3, science-2, social studies-3, foreign language-2, electives-1 (typing ability).	As of fall 1983: all public colleges will raise minimum GPA for admission by one-quarter point for residents (will become 2.75 at the University of Oregon and Oregon State State University). The Commission is reviewing currently the possibility of recommending that minimum high school graduation requirements be established, particularly in math and science.
Pennsylvania	Currently at Pennsylvania State University: English-4, math-2, science-2, total-15. Must rank in upper 40% of class; minimum GPA of 3.0; minimum SAT of 1,000.	No admissions study is underway at present.
Rhode Island	At the University of Rhode Island: English-4, math-2, lab science-1, social sciences-2, foreign language-2, other-5, total-16.	Recently conducted admissions study. Recommends the following for each New England Land Grant University: English-4, math-3, lab science-2, foreign language-3, social science/history-2, other-3.

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES* (cont'd)

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
South Carolina	Based upon admissions test scores and class rank; adjusted annually.	At a meeting on April 7, 1983, the South Carolina Commission on Higher Education adopted the following proposed requirements: English-4, math-3, laboratory science-2, social studies-3, foreign language-1, physical education or ROTC-1, other-1 (advanced math or computer science or a combination of these or one unit of world history or international relations), electives-3, total-18. The proposal is now scheduled to go before the public senior colleges and universities. If adopted, the prerequisites will be required in fall 1987.
South Dakota	At the University of South Dakota, South Dakota State University and the School of Mines and Technology: in-state: upper two-thirds of graduating class or ACT of 20; out-of-state: upper one-half of graduating class or ACT of 21. As of fall 1982, the exception is changed from one percent of the total enrollment in the previous year to one percent of freshmen enrollment in the previous year, or 25, whichever is larger.	As of fall 1983: residents: upper one-half of graduating class or ACT of 21; non-residents: ACT of 22 if they do not rank in upper one-half of graduating class. This applies to the University of South Dakota, South Dakota State University and the School of Mines and Technology.
Tennessee	Several universities have raised minimum ACT scores and GPA requirements for regular admission and selected academic program admission. Special admission options are still available, however.	The State Board of Regents has adopted increased mathematics prerequisites beginning fall 1984. The University of Tennessee System and the State Board of Regents both are engaged in reviewing admission standards for potential revision.
Texas	As of fall 1982, the University of Texas at Austin raised minimum combined SAT to be admitted from 800 to 1100, or ACT of 27; only those in top 25 percent of class exempt. Recommended: English-4, math-4, science-3, social studies-3, foreign language-2.	No additional changes are anticipated at present.
Utah	The University of Utah now requires 4 years of English with an emphasis on writing; minimum GPA of 2.5.	As of fall 1985: the University of Utah will require one year of algebra. As of fall 1987: English-4, math-2, science-2 (including lab-1), history-1, foreign language-2, additional-4. Within three years, the University of Utah will no longer offer remedial courses.

TABLE 1: DETAIL OF ACTIVITIES OF STATE UNIVERSITIES/OTHER INSTITUTIONS AND STATE AGENCIES* (cont'd)

STATE	CURRENT AS OF FALL 1982	ANTICIPATED CHANGES
Vermont	At the University of Vermont: English-4, math-3, science-2, social science-3, foreign language-2, other-2, total-16. Must rank in upper 20% of class; minimum SAT score of 1,150. The Vermont State Colleges have an open admission policy.	No response was received from the University of Vermont, which has its own governing board. No admissions study underway at present by the Vermont State Colleges.
Virginia	At Virginia State University: English-4, math-3, science-2, history-3, electives-5.	The Council has recommended that all institutions increase the requirements for students entering teacher education programs. No changes in general admission standards have been made; the Governor has recommended that all institutions increase their standards.
Washington	Required for the University of Washington: English-3, math-2, laboratory science-1, social studies-2, foreign language-2, electives-3.	As of fall 1984: the number of required math units will be raised from 2 to 3.
West Virginia	Currently: English-4, math-1.	The Board of Regents has established minimum statewide standards (GPA of at least 2.0 or at least 14 on the ACT). As of fall 1983: West Virginia University will require two units of college preparatory math for admission.
Wisconsin	Minimum of nine high school credits in the areas of English, speech, foreign language, natural science, social science, math. At the University of Wisconsin-Madison: upper one-half of class and English-3, math-2, foreign language/social studies/natural science-4 (2 units each of any 2), electives-7. Out-of-state students cannot be subjected to higher requirements.	The Board of Regents completed its review of admission standards in March 1983 and the decision was made not to effect any changes at this time. The University of Wisconsin-Madison is not considering any changes of its own at present.
Wyoming	Open admissions policy. In fall 1980, the University of Wyoming raised the minimum GPA required for non-resident freshmen from 2.0 to 2.5.	Preliminary discussions are underway currently with the legislature to determine whether or not the admissions standards can be modified.

*Includes information obtained through the Connecticut Department of Higher Education's survey of land grant institutions as well as some of the data collected by the Western Interstate Commission for Higher Education and the National Association of Secondary School Principals (which contacted a "representative" public university in each state but did not identify that institution in its final report). Individual institutions or systems are referred to when known. Recommended or required coursework applies, in most instances, to those entering a liberal arts program at an institution. Current recommendations and anticipated changes include those made by individual institutions as well as those mandated or recommended by a state higher education agency.

TABLE 2: UNITS OF HIGH SCHOOL WORK REQUIRED OR RECOMMENDED FOR ADMISSION TO THE LAND GRANT/STATE UNIVERSITIES (CURRENT OR ANTICIPATED)*

	English	Math	Science	Social Science	Language	Other or Combination	If Anticipated Change, Year to Go into Effect	Required (REQ) or Recommended (REC) Pattern**	Notes
Alabama	4	2	1	1	-	-		REC	
Alaska								NR	1
Arizona	4	2	1	2	-	6-7		REQ	2
Arkansas	3	1	1	1	-	1		REC	3
California	4	3	1	2	2	1-2	1986	REQ	
Colorado	3	2	2	2	3	3		REC	
Connecticut	4	3	1	-	2	-		REC	
Delaware	4	3	2	3	2	-		REC	
District of Columbia								NR	4
Florida	4	3	3	2	-	4	84/86	REQ	5
Georgia	4	3	3	3	2	-	1983	REC	
Hawaii	3	1	-	-	-	4		REC	
Idaho	4	3	3	-	3	-		REC	
Illinois	4	4	2	2	4	-		REQ	6
Indiana	4	-	-	-	-	9		REC	
Iowa	4	3	2	2	2	-		REQ	
Kansas	4	3	3	3	2	-	1983	REC	7
Kentucky	4	3	2	2	-	-	1987	REQ	8
Louisiana	4	3	3	3	3	4½	1983	REC	9
Maine	4	3	2	1	2	5		REC	
Maryland	4	3	2	3	-	-	82-89	REQ	10
Massachusetts	4	3	2	2	2	3	84-87	REQ	11
Michigan								NR	12
Minnesota	3	2	-	-	-	7		REQ	13
Mississippi	4	3	3	2½	2	1	1986	REQ	14

TABLE 2: UNITS OF HIGH SCHOOL WORK REQUIRED OR RECOMMENDED FOR ADMISSION TO THE LAND GRANT/STATE UNIVERSITIES (CURRENT OR ANTICIPATED)* (cont'd)

	English	Math	Science	Social Science	Language	Other or Combination	If Anticipated Change, Year to Go into Effect	Required (REQ) or Recommended (REC) Pattern**	Notes
Missouri	3-4	2	2	3	-	1		REC	15
Montana								NR	16
Nebraska	4	2	2	2	2	-	1986	REQ	17
Nevada	4	1	1	2	4	-		REC	
New Hampshire	4	3	2	2	2	-		REQ	18
New Jersey	4	2	1	2	-	7	1985	REQ	19
New Mexico	4	3	2	2	2	-	1983	REQ	
New York	4	2	2	3	-	-		REC	
North Carolina	4	3	1	-	2	5		REQ	
North Dakota								NR	20
Ohio	4	3	3	3	2	2	1984	REC	21
Oklahoma								NR	22
Oregon	4	3	2	3	2	1		REC	23
Pennsylvania	4	2	2	-	-	7		REQ	
Rhode Island	4	2	1	2	2	5		REC	
South Carolina	4	3	2	3	1	5	1987	REQ	24
South Dakota								NR	25
Tennessee								NR	26
Texas	4	4	3	3	2	-		REC	
Utah	4	2	2	1	2	4	85/87	REQ	27

TABLE 2: UNITS OF HIGH SCHOOL WORK REQUIRED OR RECOMMENDED FOR ADMISSION TO THE LAND GRANT/STATE UNIVERSITIES (CURRENT OR ANTICIPATED)* (cont'd)

	English	Math	Science	Social Science	Language	Other or Combination	If Anticipated Change, Year to Go into Effect	Required (REQ) or Recommended (REC) Pattern**	Notes
Vermont	4	3	2	3	2	2		REC	
Virginia	4	3	2	3	-	5		REC	
Washington	3	3	1	2	2	3	1984	REQ	28
West Virginia	4	2	-	-	-	-	1983	REQ	29
Wisconsin	3	2	-	-	-	11		REC	30
Wyoming								NR	31

*This table includes both required and recommended patterns of coursework. The patterns are the result of state agency activity and/or institutional initiative. In those instances where a change is anticipated, the more stringent pattern is reflected here, along with the date that it will go into effect. Otherwise, the information is current, as of fall 1982. The requirements/recommendations are for the College of Liberal Arts at the land grant/state institutions unless otherwise indicated. If there was uncertainty as to whether or not a stated pattern was required or recommended, it was entered in the table as recommended. Additional information may be found in the accompanying notes.

**NR indicates that a recommended/required pattern of coursework was not reported, most often in those cases where an open admissions policy is in effect.

TABLE 2: UNITS OF HIGH SCHOOL WORK REQUIRED OR RECOMMENDED FOR ADMISSION TO THE LAND GRANT/STATE UNIVERSITIES (CURRENT OR ANTICIPATED)

NOTES

1. In Alaska, each of the three University Centers establishes its own standards, which are basically open admission.

2. In Arizona, three years of English and two years of a foreign language are acceptable in lieu of four years of English. The Governor has proposed that all students complete three years of math (instead of two) and two years of science (instead of one) as a condition of admission.

3. In Arkansas, an open admissions policy is in effect.

4. In the District of Columbia, an open admissions policy is in effect.

5. In Florida, two units of a foreign language will be required within ten years. Recommended standards in 1982 will become required in 1984 before being increased again in 1986. Electives may be in the areas of English, math, foreign language, natural science, or social science.

6. In Illinois, two of the four units in a foreign language are required for entrance into the College of Liberal Arts.

7. In Kansas, an open admissions policy is in effect. There is, however, a recommended pattern of high school coursework.

8. In Kentucky, an open admissions policy is currently in effect. The public universities have been authorized to increase their admission standards beyond the statewide minimums which go into effect in 1987.

9. In Louisiana, an open admissions policy is in effect. A more stringent pattern of recommended coursework has been implemented recently by the Louisiana Task Force.

10. In Maryland, two units of a foreign language are recommended as well as experience in fine arts and computers.

11. In Massachusetts, new admission standards will be phased in over a four year period. The three electives must be in academic areas.

12. In Michigan, the recommended/required pattern of coursework, if any, is not known.

13. In Minnesota, this is a required pattern of coursework and it applies to those students in grades 10-12. The three "other" units must be in academic coursework.

14. In Mississippi, the one elective must be in foreign language/math/science. Two units in a foreign language, a math course in the senior year, computer science and typing are recommended.

15. In Missouri, the "other" course is in behavioral science. An open admissions policy is in effect with the exception of the University of Missouri.

TABLE 2: UNITS OF HIGH SCHOOL WORK REQUIRED OR RECOMMENDED FOR ADMISSION TO THE LAND GRANT/STATE UNIVERSITIES (CURRENT OR ANTICIPATED)

NOTES (cont'd)

16. In Montana, an open admissions policy is in effect. The recommended pattern of coursework, if any, is not known.

17. In Nebraska, an open admissions policy is currently in effect. Course requirements will be in place by 1986. Two units of a foreign language are recommended.

18. In New Hampshire, these are the requisite requirements. There are also minimum requirements.

19. In New Jersey, this is the requirement for admission to the State Colleges. In the "other" category, five of the seven units must be in college preparatory academic areas as of fall 1985.

20. In North Dakota, an open admissions policy is in effect.

21. In Ohio, an open admissions policy is in effect. In the "other" category, one unit should be in the visual/performing arts while the other must be in an academic subject.

22. In Oklahoma, an open admissions policy is in effect.

23. In Oregon, in the "other" category, typing ability is recommended.

24. In South Carolina, these are only proposed requirements which have not yet been adopted by the public senior colleges and universities. The "other" category includes one unit of physical education or ROTC, three electives, and a course in advanced math/computer or world history/ international relations.

25. In South Dakota, the recommended/required pattern of coursework, if applicable, was unavailable.

26. In Tennessee, the recommended/required pattern of coursework, if applicable, was unavailable.

27. In Utah, the University of Utah now requires four years of English. In 1985, it will require one year of algebra. The additional units will be required in 1987.

28. In Washington, in 1984, the number of required units of math will rise from two to three.

29. In West Virginia, West Virginia University will require two units of college preparatory math in 1983 instead of the current single unit.

30. In Wisconsin, four of the "other" units must comprise two units from each of two areas: foreign language/social science/natural science.

31. Wyoming, an open admissions policy is in effect.

TABLE 3: STATE AGENCY ACTIVITIES

	Admissions			
STATE AGENCY	Currently sets standards? (OA = open admissions)*	Statutory (S) Advisory(A)	Have there been recent changes?	Are new or additional changes contemplated?
Alabama Commission on Higher Education	N(?)			
Alaska Commission on Post-secondary Education	OA	A	N	N
Arizona Board of Regents	Y	S	Y	Y
Arkansas Department of Higher Education	OA			Y[a]
California Postsecondary Education Commission	Y	S	Y	
Colorado Commission on Higher Education	N			
Connecticut Board of Higher Education	N	A	N	Y
Delaware Postsecondary Education Commission	N	A	N	N
University of the District of Columbia	OA		N	N
Florida Board of Regents	N		Y	
Board of Regents of the University System of Georgia	Y	S	Y	N
Hawaii State Postsecondary Education Commission/ University of Hawaii	N			
State Board of Education and Board of Regents of the University of Idaho	OA(Y)		Y	
Illinois Board of Higher Education	Y	S	N	Y
Indiana Commission for Higher Education	N	A	N	N
Iowa State Board of Regents	Y[b]	A	N	Y[c]
Board of Regents, State of Kansas	OA(Y)	A	Y	N
Kentucky Council on Higher Education	Y	S	Y	
Louisiana Board of Regents	OA(Y)	A	Y	N
University of Maine Board of Trustees	N			

TABLE 3: STATE AGENCY ACTIVITIES (cont'd)

	Admissions			
STATE AGENCY	Currently sets standards? (OA = open admissions)*	Statutory (S) Advisory(A)	Have there been recent changes?	Are new or additional changes contemplated?
Maryland State Board for Higher Education	N	A	Y	N
Massachusetts Board of Regents of Higher Education	Y		Y	N
Michigan State Board of Education	N			
Minnesota Higher Education Coordinating Board	N	A	N	
Mississippi Board of Trustees of State Institutions of Higher Learning	Y		Y	
Missouri Department of Higher Education	N			Y
Montana Board of Regents of Higher Education	OA			
Nebraska Coordinating Commission for Postsecondary Education	OA			
Board of Regents, University of Nevada System	Y	S	N	N
New Hampshire Postsecondary Education Commission	N	A	N	N
New Jersey State Board of Higher Education	Y	S	Y	N
New Mexico Board of Educational Finance	N			
Regents of the University of the State of New York	N			
Board of Governors of the University of North Carolina	N			
North Dakota State Board of Higher Education	OA		N	Y
Ohio Board of Regents	OA(Y)	A	Y	Y
Oklahoma State Regents for Higher Education	Y		N	Y
Oregon Educational Coordinating Commission	Y	S	N	Y
Pennsylvania Department of Education	N	A	N	N
Rhode Island Office of Higher Education	N			

TABLE 3: STATE AGENCY ACTIVITIES (cont'd)

	Admissions			
STATE AGENCY	Currently sets standards? (OA = open admissions)*	Statutory (S) Advisory(A)	Have there been recent changes?	Are new or additional changes contemplated?
South Carolina Commission on Higher Education	N		Y	
South Dakota Board of Regents	Y	S	Y	N
Tennessee Higher Education Commission	N	A		
Coordinating Board, Texas College and University System	N			
Utah State Board of Regents	N			
University of Vermont Board of Regents[d]				
Vermont State Colleges	OA			
State Council of Higher Education for Virginia	N	A		
Washington Council for Post-secondary Education	N	A		Y[e]
West Virginia Board of Regents	Y	S	Y	N
Board of Regents of the University of Wisconsin System	Y	S	N	N
Trustees of the University of Wyoming	OA			Y

*In some of the states with a statutory open admissions policy, the statewide agency has recommended admission standards. If this is known, it is indicated by a "Y" following the "OA" designation.

[a] Legislature is considering.
[b] Does set (approve) admission standards.
[c] While this general area is under study, no changes are contemplated at this time.
[d] The University of Vermont, which has its own governing board, did not respond.
[e] The Council has made recommendations.

NOTE: Blanks indicate that the information was not received or it was not possible to determine the entry from the material provided in response to the DHE survey.

SOURCE: Connecticut Department of Higher Education Survey.

TABLE 4: SELECTED DETAIL OF ACTIVITIES OF STATE AGENCIES
WHICH ESTABLISH MINIMUM REQUIRED ADMISSION STANDARDS

STATE	GOV. OR COORD.	STATUS	ADMISSION STANDARDS
Arizona	G	Recent changes	Each institution is now allowed to require a particular pattern of high school subjects for admission in addition to the minimum requirements established by the Board. The Arizona Board of Regents recently authorized the formation of an ad hoc committee to develop a comprehensive plan to examine the university admissions requirements.
California	C	Recent changes	The California Postsecondary Education Commission has joined recently with the Regents of the University of California and the Board of Trustees of the California State Universities and Colleges to develop more stringent admission requirements. As of fall 1986, the following pattern will be required: English-4, math-3, science-1, social science-2, language-2, other-1-2.
Georgia	G	Recent changes	A committee reviewed the possibility of developing stricter recomendations for college admission. The following recommended pattern of coursework was adopted: English-4, math-3, science-3, social science-3, foreign language-2.
Illinois	G	Under review	The Illinois Board of Higher Education has statutory authority to establish "minimum admission standards" for public community colleges and universities. Historically, individual institutions and their governing boards have set these standards. The Illinois Board will be reviewing the status of admission standards during the remainder of 1983.
Iowa	C	Under review	A study committee currently is reviewing underprepared students.
Kentucky	C	Recent changes	A pre-college curriculum will now be required of all students entering the four-year public institutions (the state formerly had an open admissions policy). Beginning in fall 1987, the minimum requirements for admission for all eight public universities will include: English-4, math-3, science-2, social science-2, total-20 units. Additional coursework in foreign languages, computer literacy, arts, mathematics and science is recommended. The eight public universities have been authorized to increase entrance requirements beyond the statewide minumums established by the Council.

TABLE 4: SELECTED DETAIL OF ACTIVITIES OF STATE AGENCIES
WHICH ESTABLISH MINIMUM REQUIRED ADMISSION STANDARDS (cont'd)

STATE	GOV. OR COORD.	STATUS	ADMISSION STANDARDS
Massachusetts	G	Recent changes	The Board of Regents recently adopted new admission requirements which will be phased in over a four-year period beginning fall 1984. These requirements are: English-4, math-3, science-2, social science-2, foreign language-2, academic electives-3. An SAT score of 850 has been recommended for admission to the University of Massachusetts.
Mississippi	G	Recent changes	As of fall 1986, the following high school units will be required for admission: English-4, math-3, science-3, social science-2½, elective-1 (foreign language/ science/math).
Nevada	G	No changes	Admission standards were reviewed but it was decided not to implement any changes at this time. A minimum GPA of 2.3 is required for admission to the University.
New Jersey	C	Recent changes	Admission standards were modified to specify that five of the seven high school electives must be in academic areas. The new requirement is being phased in and will become effective in fall 1985.
Oklahoma	C	Under review	Admission standards are established by policy of the Oklahoma State Regents for Higher Education. Standards are currently under review.
Oregon	C	Under review	The Commission currently is trying to establish the minimum number of high school courses required for admission, particularly the number of math and science courses.
South Dakota	G	Recent changes	As of fall 1983, residents must rank in the upper one-half of their high school class or score 21 or higher on the ACT (up from 20). The number of exceptional admissions was reduced in fall 1982.
West Virginia	G	Recent changes	The Board of Regents recently established minimum statewide standards. Beginning in fall 1983, students seeking regular admission to a four-year public institution must have at <u>least</u> a GPA of 2.0 or an ACT score of 14.
Wisconsin	G	No changes	The Board of Regents completed its review of admission standards in March 1983. It was decided not to make any changes at this time. Recommendations, however, may be adopted at a later date.